



## Greenville School District

301 Camperdown Way  
Greenville, SC 29602

<b>Grades</b>	PK-12 District	
<b>Enrollment</b>	70,969 Students	
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Megan Hickerson	864-288-8363

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL DISTRICT REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Average</b>
2009	Average	Below Average
2008	Average	Average
2007	Average	Average
2006	Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

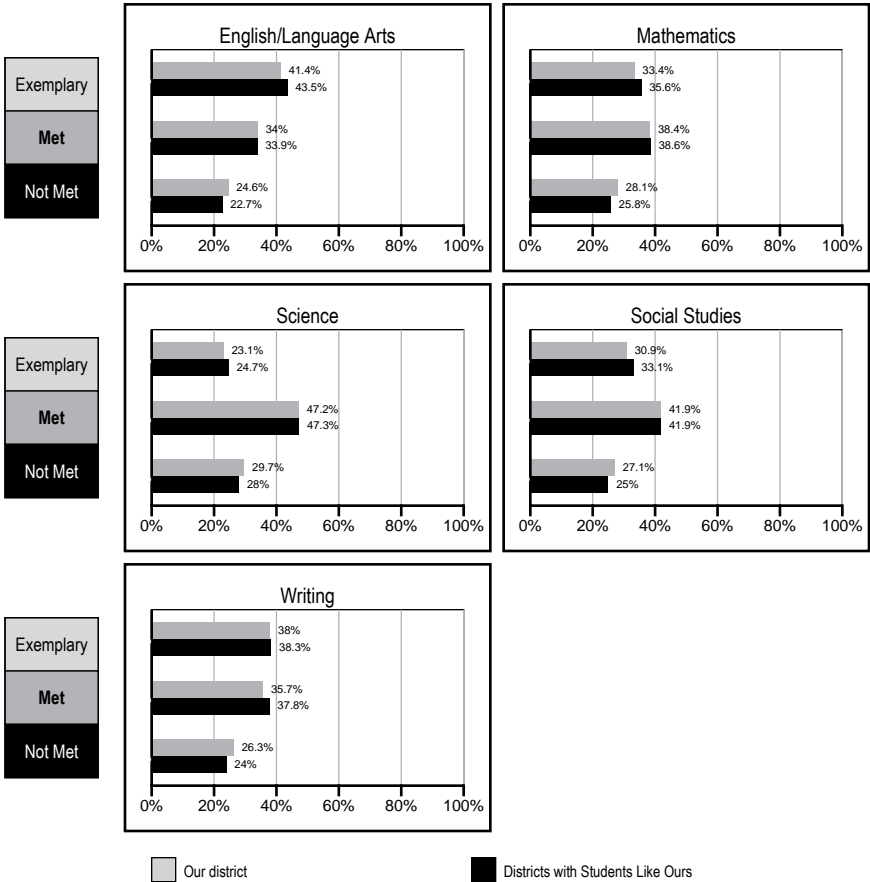
96.6%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	5	3	0	0

\* Ratings are calculated with data available by 09/29/2011.

Palmetto Assessment of State Standards (PASS)



\* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable   N/AV--Not Available   N/C--Not Collected   N/R--Not Reported   I/S--Insufficient Sample

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our District			Districts with Students Like Ours		
Percent	2008	2009	2010	2008	2009	2010
Passed both subtests	81.4%	76.9%	79.0%	86.3%	80.5%	81.6%
Passed one subtest	9.7%	12.1%	11.3%	7.8%	10.8%	10.4%
Passed no subtests	8.9%	11.1%	9.7%	5.9%	8.7%	8.1%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours
Algebra 1/Math for the Technologies 2	83.4%	84.4%
English 1	77.6%	77.6%
Physical Science	67.8%	64.4%
US History and the Constitution	55.5%	50.0%
All Subjects	71.7%	69.9%

Abbreviations for Missing Data

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District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
<b>Students (n=70,969)</b>				
First graders who attended full-day kindergarten	97.0%	No Change	98.2%	99.5%
Retention rate	2.0%	Down from 2.7%	1.8%	2.3%
Attendance rate	95.9%	Down from 96.1%	96.0%	95.8%
Eligible for gifted and talented	18.4%	Up from 17.0%	18.2%	14.3%
With disabilities other than speech	10.6%	Down from 11.0%	9.1%	10.5%
Older than usual for grade	3.3%	Up from 3.1%	2.8%	4.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Up from 0.3%	0.5%	0.7%
Enrolled in AP/IB programs	34.2%	Up from 28.7%	19.8%	12.1%
Successful on AP/IB exams	N/A	N/A	66.1%	50.0%
Eligible for LIFE Scholarship	36.1%	Down from 37.1%	38.7%	31.4%
Enrolled in adult education GED or diploma programs	395	Up from 319	96	47
Completions in adult education GED or diploma programs	279	Up from 213	75	29
Annual dropout rate	3.6%	Down from 4.2%	2.9%	3.1%
<b>Teachers (n=4625)</b>				
Teachers with advanced degrees	59.2%	Up from 57.1%	59.9%	58.8%
Continuing contract teachers	83.7%	Up from 78.1%	80.3%	81.5%
Teachers with emergency or provisional certificates	2.9%	Down from 3.5%	2.8%	4.0%
Teachers returning from previous year	90.8%	Up from 89.3%	90.8%	89.3%
Teacher attendance rate	97.5%	Up from 95.3%	95.3%	95.3%
Average teacher salary*	\$46,593	Up 0.9%	\$47,908	\$46,618
Vacancies for more than nine weeks	0.2%	Down from 0.3%	0.0%	0.2%
Professional development days/teacher	9.5 days	Down from 10.8 days	13.0 days	12.6 days
<b>District</b>				
Superintendent's years at district	6.0	Up from 5.0	6.0	3.0
Student-teacher ratio in core subjects	22.5 to 1	Up from 21.9 to 1	22.4 to 1	20.9 to 1
Prime instructional time	93.4%	Up from 91.0%	90.8%	89.9%
Dollars spent per pupil**	\$7,957	Down 1.9%	\$8,106	\$9,364
Percent of expenditures for teacher salaries**	55.8%	Up from 53.5%	56.8%	53.3%
Percent of expenditures for instruction**	58.0%	Up from 56.8%	58.6%	56.3%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Number of schools	92	Down from 93	25	9
Number of magnet schools	11	No Change	0	0
Portable classrooms	1.9%	Down from 2.2%	3.8%	2.4%
Average age in years of school facilities	9 Years	Up from 8 Years	18 Years	27 Years
Number of schools with SACS accreditation	90.0	Down from 91.0	25.0	8.0
Parents attending conferences	100.0%	Up from 98.6%	97.3%	97.1%
Average administrator salary	\$81,075	No Change	\$81,075	\$79,261

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

CHARTER SCHOOLS IN THIS DISTRICT

School Name	Absolute Rating	Improvement Rating	Adequate Yearly Progress
Greenville Technical Charter	Excellent	Good	Met
Meyer Center for Special Children	Excellent	Good	Met
Langston Charter Middle School	Excellent	Excellent	Met
Fuller Normal Advanced Technical Charter	At-Risk	At-Risk	Not Met
Brashier Middle College Charter	Excellent	N/A	Met
Greer Middle College Charter School	N/A	N/A	Met

Abbreviations for Missing Data

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Performance By Student Groups

	HSAP Passage Rate by Spring 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	4190	91.9%	20666	71.7%	5325	72.1%	N/A
<b>Gender</b>							
Male	2080	90.2%	10382	71.2%	2685	67.4%	N/A
Female	2110	93.6%	10284	72.2%	2633	76.9%	N/A
<b>Racial/Ethnic Group</b>							
White	2673	95.5%	12591	80.0%	3273	76.5%	N/A
African American	1075	84.5%	5620	54.3%	1478	62.4%	N/A
Asian/Pacific Islander	85	98.8%	470	90.2%	102	88.2%	N/A
Hispanic	324	86.1%	1831	63.1%	424	67.9%	N/A
American Indian/Alaskan	N/A	N/A	50	74.0%	11	81.8%	N/A
<b>Disability Status</b>							
Disabled	305	57.4%	1724	37.8%	422	41.0%	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	173	83.2%	1379	60.6%	229	65.5%	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	1349	86.3%	8219	59.0%	1847	62.8%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2010

	Our District	Districts with Students Like Ours
Percent	91.9%	91.7%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	4920	5325	1625	1715
Number of Graduates in Cohort	3691	3841	1214	1235
Rate	75.0%	72.1%	75.2%	73.6%

\*Used to calculate current AYP.

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2009	2010	2009	2010	2009	2010	2009	2010		
District	498	494	500	499	480	476	1479	1469		
State	482	482	496	496	467	465	1445	1443		
Nation	496	498	510	511	487	488	1493	1497		
ACT	English		Math		Reading		Science		Total	
	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010
District	21.0	20.9	21.2	21.2	21.7	21.6	21.1	21.2	21.4	21.4
State	18.9	18.8	19.9	20.0	19.7	19.7	19.7	19.9	19.7	19.7
Nation	20.6	20.5	21.0	21.0	21.4	21.3	20.9	20.9	21.1	21.0

Abbreviations for Missing Data

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**School District Governance**

Board Membership	12 trustees elected to single-member seats
Fiscal Authority	District Board/Referendum
Average Number of Hours of Training Annually	11.4 per board member
Percent New Trustees Completing Orientation	50.0%

**District Superintendent's Report**

Greenville County Schools is a county-wide, unified district that serves over 68,000 students in an 800-square-mile geographic area. It is the 51st largest School District in the United States and operates 50 elementary schools, 18 middle schools, 14 high schools, and more than 25 special schools, programs, and child development centers. The 2011 South Carolina Teacher, Principal, and Superintendent of the Year all hail from Greenville County Schools. The District recently completed a \$1 Billion building program that resulted in over 70 new or renovated school buildings and tremendous district-wide advancements in instructional technology and technological infrastructure improvements. Decision making in Greenville County Schools is based upon an Education Plan that was developed with input from teachers, administrators, staff, students, parents, and community members. The Education Plan identifies five goals as central to the mission of the School District, and strategic initiatives developed in support of these five goals are updated and implemented on an annual basis.

Goal one of the Education Plan is increased student achievement and serves as the core mission of the District. The four other goals – ensure quality personnel in all positions, provide a school environment supportive of learning, effectively manage and further develop necessary financial resources, and improve public understanding and support of public schools – serve to support and enhance goal one. An important component of enhanced student achievement is reinforcing a connection between students and learning.

In Greenville County, a thriving magnet schools program, a Fine Arts Center, The Roper Mountain Science Center, The Charles Townes Gifted Center, four International Baccalaureate Programs, and flourishing vocational centers help students realize their innate gifts. For students who need enhanced academic assistance, the District offers alternative programs at the middle and high school levels. In addition, two STAR Academies offer a unique instructional setting that enables over-age middle school students to accelerate their learning and graduate with their peers. The Teen Parent Program provides an opportunity for teenage girls to stay in school throughout their pregnancy in a smaller, more nurturing environment. In addition, there is Virtual School, Twilight School, and credit-recovery options that help students stay on track and earn a diploma. Programs like High Schools That Work, Making Middle Grades Work, MAP Formative Assessment, and the Learning Focused Model serve to help all Greenville County students achieve academic success. Greenville County is also proud of Washington Center, a school that serves moderately and severely mentally and physically disabled students ages 5-21, most of whom have concurrent challenges such as blindness and deafness. In the fall of 2010, Greenville County will open A.J. Whittenberg Elementary School, the first school is the District based on the community schools model and the first elementary engineering school in South Carolina. As a result of the School District's focus on increased academic achievement, district-wide scores on the ACT averaged 21.4 points last year, which topped the state and national averages. In addition, GCS outperformed the state average on the SAT by 27 points, with an average composite score of 1479.

For more information on Greenville County Schools, visit our website at [www.greenville.k12.sc.us](http://www.greenville.k12.sc.us).

No Child Left Behind

District Adequate Yearly Progress

No

This district met 34 out of 37 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

District Improvement Status

Corrective Action

The district missed AYP for four years. Sanction: The district implements corrective action(s).

Number of students in their first year of US school.

58

Title I Schools' School Improvement Status

School	Status	School	Status
Alexander Elementary	CA-DELAY	Monaview Elementary	R
Armstrong Elementary	CA-DELAY	Tanglewood Middle	R
Berea Elementary	CA-DELAY	Grove Elementary	RP-HOLD
Hollis Academy	R-DELAY	Thomas E Kerns Elementary	CSI-DELAY
Lakeview Middle	R		

The Greenville School District consists of 92 public schools with 9 of these schools, or 9.8%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

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PASS Performance By Group									
	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary*	State % Met or Exemplary	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)									
All Students	32226	99.6	24.7	34	41.4	84.7	83.5	Yes	Yes
Gender									
Male	16565	99.6	28.6	33.5	37.8	81.3	80.1	N/A	N/A
Female	15661	99.7	20.4	34.4	45.1	88.3	87	N/A	N/A
Racial/Ethnic Group									
White	19529	99.7	17	32	51	90	89.6	Yes	Yes
African American	8206	99.5	41.2	37	21.8	73.4	74.6	Yes	Yes
Asian/Pacific Islander	853	99.9	9.5	27.8	62.7	94.3	92.7	Yes	Yes
Hispanic	3292	99.4	33.1	40.3	26.6	78.4	79.6	Yes	Yes
American Indian/Alaskan	83	100	17.9	28.2	53.8	89.7	85.1	Yes	Yes
Disability Status									
Disabled	4420	99.3	62.5	25.8	11.7	53.3	51.7	No	Yes
Migrant Status									
Migrant	1	I/S	I/S	I/S	I/S	I/S	69.5	N/A	N/A
Limited English Proficient									
Limited English	2965	99.4	32.8	38.6	28.5	78.7	79	Yes	Yes
Socio-Economic Status									
Subsidized meals	15636	99.5	36.7	37.9	25.3	76.1	76.9	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)									
All Students	32225	99.7	28.2	38.5	33.3	82	80.4	Yes	Yes
Gender									
Male	16565	99.7	29.6	36.9	33.6	80.5	78.4	N/A	N/A
Female	15660	99.7	26.8	40.3	32.9	83.5	82.5	N/A	N/A
Racial/Ethnic Group									
White	19528	99.7	20.1	38.5	41.5	87.7	87.8	Yes	Yes
African American	8206	99.6	47	38.3	14.6	68.4	69.3	Yes	Yes
Asian/Pacific Islander	853	100	10.1	29.4	60.5	94.9	93.5	Yes	Yes
Hispanic	3292	99.8	34.7	41.5	23.7	78.3	78.3	Yes	Yes
American Indian/Alaskan	83	100	28.2	37.2	34.6	79.5	83.2	Yes	Yes
Disability Status									
Disabled	4419	99.6	68.1	23.6	8.3	46.1	46.1	No	Yes
Migrant Status									
Migrant	1	I/S	I/S	I/S	I/S	I/S	71.4	N/A	N/A
Limited English Proficient									
Limited English	2965	99.8	33.6	40	26.4	79.2	78.9	Yes	Yes
Socio-Economic Status									
Subsidized meals	15635	99.7	40.7	40.3	18.9	72.9	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

### Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>							
All Students	21505	99.5	29.4	47.4	23.1	70.6	67.3
<b>Gender</b>							
Male	11041	99.4	29.9	44.9	25.2	70.1	66.9
Female	10464	99.5	28.9	50.1	21	71.1	67.7
<b>Racial/Ethnic Group</b>							
White	12977	99.5	19.8	49.8	30.5	80.2	79.6
African American	5541	99.3	49.6	41.8	8.7	50.4	49.7
Asian/Pacific Islander	560	99.6	13.6	45.1	41.3	86.4	84.4
Hispanic	2189	99.4	39.9	48.4	11.7	60.1	59.4
American Indian/Alaskan	62	98.4	23.7	54.2	22	76.3	69.5
<b>Disability Status</b>							
Disabled	2962	98.5	66.1	27.4	6.5	33.9	33.8
<b>Migrant Status</b>							
Migrant	1	I/S	I/S	I/S	I/S	I/S	36.5
<b>Limited English Proficient</b>							
Limited English	1974	99.4	39.4	47.4	13.3	60.6	58.6
<b>Socio-Economic Status</b>							
Subsidized meals	10430	99.4	42.9	45.7	11.4	57.1	55.4

**Social Studies**

All Students	21447	99.4	26.8	42.2	31	73.2	70.9
<b>Gender</b>							
Male	11048	99.3	27.2	39.3	33.5	72.8	70.1
Female	10399	99.5	26.3	45.3	28.4	73.7	71.7
<b>Racial/Ethnic Group</b>							
White	13022	99.6	20.2	41.4	38.4	79.8	79.2
African American	5416	99.2	42.1	43.1	14.8	57.9	58.4
Asian/Pacific Islander	582	99.3	13.1	34.3	52.6	86.9	86.8
Hispanic	2215	99.1	32.2	46.6	21.2	67.8	68
American Indian/Alaskan	47	97.9	30.2	41.9	27.9	69.8	71.2
<b>Disability Status</b>							
Disabled	2944	98.1	60	31.4	8.6	40	39.3
<b>Migrant Status</b>							
Migrant	1	I/S	I/S	I/S	I/S	I/S	55
<b>Limited English Proficient</b>							
Limited English	2020	99.3	31	46.4	22.6	69	68
<b>Socio-Economic Status</b>							
Subsidized meals	10463	99.2	38.4	44.5	17.1	61.6	60.8

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary	District Attendance Rate	State Attendance Rate
<b>Writing</b>									
All Students	32198	98.8	26	35.7	38.3	74	72.1	96.2	96.3
<b>Gender</b>									
Male	16550	98.5	32.8	36.2	31.1	67.2	65.2	96.2	96.2
Female	15648	99.1	18.9	35.2	45.9	81.1	79.2	96.3	96.4
<b>Racial/Ethnic Group</b>									
White	19515	99	18.4	34.1	47.5	81.6	80.8	96.1	96.1
African American	8198	98.4	41.4	38.9	19.7	58.6	59.7	96.2	96.4
Asian/Pacific Islander	851	98.9	11.2	29.2	59.7	88.8	87	97.5	97.5
Hispanic	3290	98.7	36.9	39.4	23.6	63.1	64.6	96.6	96.6
American Indian/Alaskan	84	100	25.3	30.4	44.3	74.7	73.4	94.8	95
<b>Disability Status</b>									
Disabled	4486	94.2	70.5	22.7	6.9	29.5	27.7	95.2	95.4
<b>Migrant Status</b>									
Migrant	1	I/S	I/S	I/S	I/S	I/S	63.5	97.6	96
<b>Limited English Proficient</b>									
Limited English	2970	98.6	37.1	37.4	25.5	62.9	63.7	97	97
<b>Socio-Economic Status</b>									
Subsidized meals	15544	98.5	38.9	39.5	21.7	61.1	61.9	95.6	95.8

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	5610	99.9	20.8	29.6	49.5	79.2
	4	5412	99.9	23.5	38.5	38	76.5
	5	5436	99.9	17.6	42.3	40.1	82.4
	6	5246	99.7	27.5	39.5	32.9	72.5
	7	5119	99.8	29.9	40.5	29.5	70.1
	8	5100	99.6	28.9	38.9	32.3	71.1
2010	3	5447	99.2	16.5	25.4	58	83.5
	4	5617	99.5	22.1	38.6	39.3	77.9
	5	5422	99.8	18.9	41.5	39.6	81.1
	6	5404	99.9	27.5	35.2	37.3	72.5
	7	5241	99.8	30.5	32	37.5	69.5
	8	5092	99.5	33.1	30.7	36.2	66.9
Mathematics							
2009	3	5609	100	28	35.6	36.4	72
	4	5412	99.9	19	44.6	36.4	81
	5	5435	99.9	21.9	46.1	32.1	78.1
	6	5246	99.8	33.1	41.7	25.2	66.9
	7	5118	99.8	29.5	44	26.5	70.5
	8	5100	99.6	35.4	41.3	23.2	64.6
2010	3	5447	99.5	25	31.6	43.3	75
	4	5617	99.5	21.6	40	38.4	78.4
	5	5422	99.9	24.5	39.4	36.1	75.5
	6	5404	99.9	30	40	30	70
	7	5241	99.8	33.9	38.8	27.2	66.1
	8	5091	99.6	34.9	41.5	23.5	65.1
Science							
2009	3	2810	99.9	31.1	47.2	21.7	68.9
	4	5409	99.9	25.3	55.1	19.7	74.7
	5	2723	99.8	25.9	56.5	17.6	74.1
	6	2628	99.5	34.3	51.7	14	65.7
	7	5116	99.9	27.7	50.2	22.1	72.3
	8	2536	99.3	32.7	42.1	25.2	67.3
2010	3	2712	99.2	33.8	38.2	28	66.2
	4	5589	100	25.5	55.8	18.8	74.5
	5	2726	99.2	30.3	52.1	17.6	69.7
	6	2700	98.4	38.1	45.9	16	61.9
	7	5228	99.9	27.3	46.8	26	72.7
	8	2548	99.1	27.9	36.9	35.3	72.1

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	2801	99.7	19.8	43.2	37	80.2
	4	5407	99.9	16.9	51	32.1	83.1
	5	2707	99.8	23.5	44	32.5	76.5
	6	2618	99.9	20.2	56	23.7	79.8
	7	5114	99.8	36.4	34.1	29.5	63.6
	8	2541	99.4	25.6	42.6	31.8	74.4
2010	3	2714	99.3	22.8	42.1	35.1	77.2
	4	5589	99.8	20.6	48.2	31.2	79.4
	5	2691	99.4	26.4	43.2	30.4	73.6
	6	2704	98.5	20.9	51.5	27.5	79.1
	7	5228	99.8	38	33.4	28.7	62
	8	2520	98.9	28.5	36.1	35.4	71.5
Writing							
2009	3	5601	98.8	26.6	27.7	45.8	73.4
	4	5427	98.8	29	38.1	33	71
	5	5428	98.8	21.9	36.6	41.5	78.1
	6	5255	98.4	29.5	41.8	28.7	70.5
	7	5103	98.8	28.1	39.2	32.6	71.9
	8	5101	98.8	27.8	41	31.2	72.2
2010	3	5434	98.5	24.3	31.3	44.5	75.7
	4	5612	99	28.4	33	38.6	71.6
	5	5425	98.6	22.5	35.5	42	77.5
	6	5402	98.8	29	38	33	71
	7	5232	98.9	26	38.8	35.2	74
	8	5093	99	25.6	38.1	36.3	74.4

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

**HSAP Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
<b>English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)</b>										
All Students	5281	98.8	11.1	27.4	30.1	31.5	71.3	65.9	Yes	Yes
Male	2687	98.6	14.7	29.2	28	28.1	66	60.8	N/A	N/A
Female	2594	99.1	7.3	25.5	32.2	34.9	76.7	71	N/A	N/A
White	3267	99.1	5.9	21.3	32	40.7	81.9	77.5	Yes	Yes
African American	1423	98.4	20.9	40.9	26.9	11.3	49.4	49.7	Yes	Yes
Asian/Pacific Islander	106	100	6.9	16.7	26.5	50	80.4	80.2	Yes	Yes
Hispanic	445	98.9	19.8	34.1	27.3	18.8	58	56.8	Yes	Yes
American Indian/Alaskan	11	90.9	20	10	10	60	70	65.9	I/S	I/S
Disabled	587	97.6	46.2	38.8	9.9	5	24.8	21.3	No	Yes
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	257	98.4	25.8	35.8	25.8	12.6	49.7	47.3	No	Yes
Subsidized meals	2092	98.4	21.1	37.5	27.7	13.7	52.9	51.5	Yes	Yes

**Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)**

All Students	5281	98.8	16	28.8	26.8	28.3	64.6	62.3	No	Yes
Male	2687	98.6	17.7	26.5	27	28.7	64.8	61.7	N/A	N/A
Female	2594	99	14.3	31.2	26.6	27.9	64.3	63	N/A	N/A
White	3267	99	8.9	24.4	29.4	37.3	76.1	75	Yes	Yes
African American	1423	98.1	32.2	39.6	19.6	8.6	38.6	44	No	Yes
Asian/Pacific Islander	106	100	6.9	10.8	28.4	53.9	86.3	85.5	Yes	Yes
Hispanic	445	99.3	21.2	32.9	29.5	16.3	53.9	56.7	No	Yes
American Indian/Alaskan	11	90.9	10	40	30	20	50	62.5	I/S	I/S
Disabled	587	97.6	55.9	28.2	12.9	2.9	22.7	22.1	No	Yes
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	257	99.6	22.8	35.6	25.6	15.9	50.9	52.6	No	Yes
Subsidized meals	2092	98.2	27.8	36.9	23.8	11.5	46.2	48.1	No	Yes

**Physical Science (End-of-Course Performance by Group)**

All Students	4970	91.2	51.6	18.7	13.5	16.1	N/A	N/A	N/A	N/A
Male	2523	88.7	48.0	18.5	13.8	19.7	N/A	N/A	N/A	N/A
Female	2447	93.9	55.2	18.9	13.3	12.6	N/A	N/A	N/A	N/A
White	3031	93.4	40.7	21.3	16.8	21.1	N/A	N/A	N/A	N/A
African American	1364	87.5	74.9	13.5	6.9	4.8	N/A	N/A	N/A	N/A
Asian/Pacific Islander	100	94.0	29.8	20.2	19.1	30.9	N/A	N/A	N/A	N/A
Hispanic	439	87.9	64.5	16.1	9.1	10.4	N/A	N/A	N/A	N/A
American Indian/Alaskan	9	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	545	65.9	83.0	10.0	4.2	2.8	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	343	89.5	66.4	15.6	8.8	9.1	N/A	N/A	N/A	N/A
Subsidized meals	2049	86.5	69.5	14.7	8.7	7.1	N/A	N/A	N/A	N/A

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)									
All Students	2009	5154	98.6	13	30.3	30.3	26.4	66.9	61.8
	2010	5281	98.8	11.1	27.4	30.1	31.5	71.3	65.9
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2009	5140	98.6	18.9	27.5	23.8	29.8	64.7	62.7
	2010	5281	98.8	16	28.8	26.8	28.3	64.6	62.3

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.7%	0.0%	No
Student attendance rate, grades K-8	95.9%	94.0%*	Yes

\* Or greater than last year  
\*\* Adjusted to account for natural variation in performance.